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NEW FALL BOOKS¹

JESSIE GAY VAN CLEVE

*Specialist in Children's Literature
American Library Association*

EACH new decade seems to bring forward phrases by which old truths or views are set forth in the popular vocabulary of the present. Often these phrases are the result of a scientific or psychological approach to the subject under discussion and imply in a few words what would have required a lengthy statement some years ago.

Today we hear much about books which meet the reading interests of modern children. What are these reading interests? Have they changed materially in the last hundred years? Is it not rather a case of the grown-up world being more conscious of what children like to read—the grown-up world comprised in this instance of parents, teachers, librarians, authors, book-makers and sellers? This group of people are largely responsible for the increasingly large output of books and each year sees more judgment and understanding, merging from various sources, exercised in the choice of children's books, all the way along the line from the author to the reader. It is especially interesting to note each year the way in which the publishers seek for books representative of new or freshly emphasized fields of interest, all the while keeping a sharp weather eye out for the more traditional good story or fascinating picture book.

During the past few years a determined effort has been made to bring before the public books that will acquaint children with life in foreign lands, thus extending their knowledge and broadening their sympathies. One rarely appears that is as sincere and enjoyable as *LITTLE TONINO* by Helen Hill and Violet Maxwell, authors who have proved their understanding of children's interests in their

books about Charlie. This is a story of two little children of Provence told with no apparent motive of informing the reader concerning the manners and customs of the people of the south of France or the topography of the country. The authors are successful in making the little village of Nouvilo take on reality and her people step out of their quaint houses to harvest the flowers for perfume, to send their pottery to market, to buy their cakes of the nougat lady or to gather in gay festival, to dance and sing as they have for centuries. It is very simple in treatment and the illustrations by the authors exactly suit the text.

In a totally different manner, life, as it affects little children in Japan, is revealed in the simple stories found in *THE BEGGING DEER* by Dorothy Rowe. In addition to a knowledge of oriental life born of long acquaintance, she too understands child nature which, allowing for racial differences, seems to be much the same the world over. The story which gives the book its title could easily pass a psychiatrist's test for overcoming fear of animals.

A book that will interest older readers and especially girls is Erick Berry's *GIRLS IN AFRICA*. The first of the six short stories that comprise the book tells of a young English girl who took a long trip with her father up a great river of Africa and whose unusual experiences culminated in shooting a lion. But Nigerian girls are the heroines of the remaining stories and although their lives are so different from anything with which our American children are familiar they cannot help but feel the real bond between them and Rimfa, for instance. Rimfa, who hated the occupations allotted to the girls of her age and much preferred to watch her father's herd of cattle that was led by Moy, the large white bull, whom she alone could ride. It is satisfying to

¹This is the second article in a series published under the direction of the Chairman of the Book Evaluation Committee of the American Library Association, Miss Helen Martin. There are ten articles in this series.

know that she proved her point to her father who gave her a herd of her own to shepherd. The dramatic quality of each tale is enhanced by its colorful background—the little villages, broad rivers and mysterious forests of Africa.

It is fine to be able to offer so good a portrayal of life in America side by side with these stories of foreign lands. In *AN AMERICAN FARM*, Rhea Wells tells of two boys who lived on a farm in the hills of Tennessee, probably before the days of automobiles. And it is the farm that grows in fascination as the panorama unfolds in chapters with such simple headings as wheat, apples and apple wagons, soft soap and pork, spring greens, and so on through the year's cycle. While sufficiently easy for children of eight or nine to read, there is no hint of writing down, even when such an intricate thing as an ash-hopper is described. The sincerity of the book is delightful and the author's many illustrations help enormously in its enjoyment.

POLLY PATCHWORK by Rachel Field has already gladdened the heart of one little girl met on her way through the city. Her eyes danced at the sight of the gay cover and the bright illustrations which she proclaimed as "cunning." It is a small book, 6" x 4½", and the story is short. It tells of Polly who, rather than hurt her grandmother's feelings, wore a dress the like of which had never been seen in school before. It was truly a dress of character and so bolstered up Polly's spirit that she won the spelling match! Children of third and fourth grades will enjoy this among the more difficult books that fall to their lot.

Books for very little children may have a wide appeal and it is sometimes annoying to have an age limit placed on their enjoyment. In fact it is often while reading these books to children that grown-ups recapture something of the elusive wonder and merriment that marked their own early reading. Many a mother and father will chuckle over the inimitable black and white illustrations James Daugherty has made for *THE BLACKSMITH AND THE BLACKBIRDS*, a jolly story Edith Rickert has told, proving the well established fact that birds are the friends of gardens.

A new publishing firm, Coward, McCann, offers as its first children's book, *MILLIONS OF CATS*, by Wanda Ga'g. The story, beginning "Once upon a time there was a very old man and a very old woman" has a real flavor of the folk story about it that persists to the end. The illustrations, which make of it a fascinating picture book, are remarkably childlike in conception, graphic, full of humor and imagination.

The four books issued as social science readers by Scribners are offered by the authors, Helen S. Read and Eleanor Lee, to meet the lack of variety in the content of books suitable for kindergarten and primary age children. These are specially designed to satisfy the interest little children evince in the everyday world about them. They are written in short, primer form sentences using a simple vocabulary, and the clear, uncluttered illustrations are in flat wash. The titles are self explanatory—*AN AIRPLANE RIDE*, *AN ENGINE'S STORY*, *GRANDFATHER'S FARM*, and *A STORY ABOUT BOATS*.



From *LITTLE TONINO*

Courtesy of the Macmillan Company

The four following books are for older children, those who have had some experience in reading long, well-told stories, girls and boys who derive some pleasure from the atmosphere and background of a tale as well as from the swift chronicle of events and continual conversation.

COUNT BILLY follows Greville MacDonald's earlier story, *BILLY BARNICOAT*, the story that seemed to spring right out of the little Cornish village, blending the lore of the land and sea with the actualities of the seacoast life. While this lacks the fresh charm of the first, it is well to have the story ended, to have Billy make good his claim to lands and a castle in Spain and to have all worldly wealth turn to naught for him if it has to be gained at the cost of losing his dear ones in old Primrose cottage. It is, however, more difficult to follow the thread of the story in this sequel, to distinguish the real from the unreal, and this may confuse children grown literal with years.

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THE NEW DAY FOR CHILDREN'S BOOKS

FREDERIC MELCHER

*Editor, The Publishers' Weekly,
New York City*

THERE HAS come a new day in the production and use of books for children, but, if an historian ever arises who wishes to trace and record this movement, he will have difficulty in finding the source and responsibility. Perhaps, like all movements of wide effect, the beginnings cannot be credited to any one source.

In the field of education there has been for many years a growing emphasis on broader reading among children—"free reading," it has been sometimes called—first, by more supplementary readers, and later, by school libraries and more systematic connection between the school children and the whole world of literature.

Secondly, there has been the fine fruition of nearly forty years of effort in the library field to give our children their just dues in the public library buildings, and, with increasing public support, there have been better children's rooms, better trained directors in the work and far better collections of books.

In the field of book publishing there has also been a stirring, and, in the last ten years, real results. Publishers turned first to the making of new editions of the outstanding children's classics until there has come to be a great variety of editions at a great variety of prices. Bookstores and department stores have increased their emphasis on children's books until good titles could be printed in editions of profitable size, and there has been a new critical interest in this product that has stimulated both the publishers and their illustrators and bookmakers.

Ten years ago this year a group of people came together in New York as the result of a suggestion made by Franklin K. Mathiews, the Boy Scout Librarian, and formed a Children's Book Week Committee whose purpose was to bring together in a common cause those interested in the wider distribution of good children's reading, with a common program to catch public attention. The Committee included representatives from the public library field, school library field, publishers, booksellers and journalists. They had picked the right time for such a movement, and, although the

beginnings were small, in each successive year the movement mounted until this tenth anniversary will see an observance of the Book Week in tens of thousands of schools.

In the third year of this Book Week program the plan was the subject of general discussion at the big convention of the American Library Association in Swampscott, and, as chairman of the Book Week Committee, I had been asked to join with the librarians in discussing the possibilities of the movement. As I visualized the importance of having this great group of trained leaders scattered throughout the country personally and humanly interested in getting more good books into the hands of boys and girls, it occurred to me that the librarians might go even further in their effective work if they could help to enlist the interest of the authors in the new era. It seemed to me that they might do this by awarding an annual prize, which would not only be a satisfaction to its recipient and a stimulant to his interest in writing children's books but would provide a way of emphasizing both to the authors and to the public that writing books for boys and girls was not a closed record but that of necessity our time must be reinterpreted for the children and the new authors must have their opportunity to be heard by this tremendous audience. Every good book added to the list of worth-while volumes enriches the lives of thousands of children; the new books taking the readers back to the old and the old books leading forward to the new.

Under the inspiration of that Swampscott gathering I asked the chairman of the Children's Librarians' Section if I might suggest a new idea to them, and I proposed that there should be a John Newbery Medal for each year's most distinguished contribution to the literature for children. I pointed out the possible encouragement this might give to new writing, and that the children's librarians were the ones to make such an award, as they not only read the books themselves but got the first-hand comment from the children, an all-important factor if one was to evaluate the literature for the boys and girls. The name

of John Newbery was an instinctive tribute to the famous old bookseller of St. Paul's Churchyard, London, who was the first one to conceive children as a special public for book publishing and whose memory might be thus honored in a new century.

The librarians thought over the plan carefully and discussed it with the directors of the American Library Association, and the following year an agreement was made and a medal designed and struck in bronze. It was understood that the author should be either a citizen or a resident of the United States; that his book should be an original piece of work and not an anthology or reprint; that it need not be written solely for children; and that it should have been published in the calendar year from January to January, the award to be announced at the national convention of the American Library Association the following year. The Committee directly in charge consists of the Executive Committee of the Children's Librarians' Section, five in number, plus the five members of the Standing Committee on Book Evaluation, the chairman of the Book Production Committee, the chairman of the Committee on Training, the three members at large elected at the annual business meeting, a total of fifteen. The Committee gathers suggestions from all the members and then makes its final decision in time for the convention. The name of the recipient is kept secret until that time, so that it may have the interest of a fresh announcement with consequent publicity to the award and the idea behind it. While the award is made for a book published in the previous year, it is probably true that the librarians have had in mind other work of the same author, and the resulting discussion really gives his whole work new attention before the public.

In the seven years of the award, except in two cases, it has been possible for the author to be present at the time of the convention, and this has added vastly to the importance of the occasion and to the interest which all of us feel in the idea. In no case has the personality of the author been a disappointment to those who had read his books, and, in fact, the presence of these authors has become a feature of marked interest to the whole convention. The first year Hendrik Van Loon won the award by a large majority, and he traveled to Detroit for the occasion. The second year Hugh Lofting's *DR. DOOLITTLE* became the hero of the

hour, and Mr. Lofting very kindly gave up a sailing date for Europe to go to Arkansas where the medal was presented to him. The third year there was a saddened aspect to the occasion because Charles Boardman Hawes, whose thrilling books for boys have been so widely acclaimed, died during the year and could not know the honor extended to him. Mrs. Hawes came to the gathering at Saratoga Springs to receive her husband's Medal. The fourth year one might say that there was a real test given to the author's interest in this occasion, for the convention was held at Seattle. Charles J. Finger traveled the distance, and at an open-air gathering he made an indelible impression on the large group that had come together to honor him. Perhaps no episode in the Medal's history will be so long remembered as the gathering at the fiftieth annual convention of the A. L. A. in Atlantic City, where the medal was presented to that delightful young southerner, Arthur B. Chrisman, author of *SHEN OF THE SEA*, and, by unusual circumstance there could be present on the platform the great grandson and direct descendant of John Newbery himself, Fenton Newbery. When this courtly and distinguished looking gentleman came forward to express his pleasure in the honor that was paid to his ancestor, there was a storm of applause and a sudden realization of the nearness of history, only two lives separating this man from the famous publisher of the mid-eighteenth century. The sixth award to Will James for his *SMOKY* was a particularly appropriate one to announce at Toronto, as Will James spent his boyhood in Western Canada. His illness prevented his coming from Montana for the occasion. At West Baden last June, Dhan Gopal Mukerji came forward to greet the largest audience that had ever received the announcement, and at the end of a notable meeting, which discussed many aspects of children's reading, this brilliant young representative from the East, who has lived in our country for eighteen years and married in our midst, lifted the audience to a high point of enthusiasm by his superb oratory and happy sense of the occasion, so that all felt that the Medal had again served its purpose of helping to weld together those interested in the progress of children's literature and enabled this group to reach out to the creative minds who can produce the books that our young people will delight to read.

PETER PAN'S PARADE

A BOOK WEEK CELEBRATION

LETHA M. DAVIDSON

Supervisor of Children's Work

MRS. FLOY DAVIS LAIRD

Director of Publicity

Des Moines, Public Library,

Des Moines, Iowa.

AN ATTEMPT to make book people "live and move and have their being" for children has been carried out, with what those responsible for the project believe to have been definite success, by the children's department of the Public Library of Des Moines.

With this end in view, the elementary schools of the city were asked to co-operate in staging a giant pageant of book characters. Each school in the city was asked to select from one to three books to represent, and to furnish the costumes for the children impersonating the book characters. The purpose of the parade was to further the appreciation of books and to lead children to dramatize book characters. No prize or other inducement was offered. The response from the schools was ready and generous. Fifty-eight out of the sixty-seven schools in the city sent a total of ninety-eight entries—465 children in all—and the costuming revealed sympathetic appreciation of the spirit of the books and the expenditure of hours of time and ingenuity.

The name chosen for the pageant was *Peter Pan's Parade*. Peter Pan, the symbol of eternal youth, was felt to be a fitting character to lead the procession of the people who live in books.

The pageant was planned as a part of the national celebration of Children's Book Week. Early in October preliminary plans were made—members of the library board, the superintendent of schools, and the director of elementary education in the schools were approached. Their co-operation secured, a mimeographed bulletin giving detailed directions for making entries to the pageant was made up and sent to the principal of every elementary school in the city, through the school board office. Three entries from each school were allowed, one from the primary, one from the intermediate, and one from the upper grade or junior high departments. The number of chil-

dren in an entry was not limited, and ranged from one to twenty. With each entry a smaller child, whose duty was to wear a large sign giving the name of the book or book character represented, and the name of the school, was sent.

The library was fortunate in securing the Coliseum, a block-long rectangular building, directly across the street, for a place of presentation. Spectators were ushered to seats in its two tiers of balconies, and the main floor was given over to the "parade" of the book characters. Heavy canvas curtains shut off the back third of the building, to serve as a place for assembling the children, checking wraps, etc. It was specified that children be costumed at home before coming. Camp Fire Girls assisted library workers in checking wraps, and Boy Scouts helped in ushering.

The following prologue was presented to give a setting for the parade.

During an overture by the Washington Irving junior high school orchestra, eight children wandered on to the stage, which was arranged as a cozy library in a home. They found their books and sat down to read while the music played. The library scene had been rehearsed only once, and the children, therefore, acted naturally.

The music ceased and the children went on reading. One little girl kept looking over the books on the low book shelves, as though she could not find just the right one. Finally she, too, was satisfied. Another little girl let her book fall to the floor, and sat absorbed in her dreams. She had just finished *PETER AND WENDY*. As she sat looking out into the night, a face appeared at the long French window. It was Peter Pan. "Shall I come in?" asked Peter, in pantomime. "Oh, please!" she answered, also without speaking. One could just heard faint fairy music (victrola off stage) as Peter Pan opened the window and danced into the room.

The other children looked up in astonishment, and then, obeying the call of the fairy music, they all began to dance. Little five-year-old Mary Louise watched Peter Pan, and imitated his every movement as nearly as she could.

When the dance was over, Peter Pan flitted from one child to another whispering to each one, "Do you want to see my parade?" It was evident from their expressions that they did. So out went Peter, and returned at the head of the parade. He did not bring the parading children on to the stage, but led them across the room in front of the stage, and thence, in circles around the Coliseum, in full view of the children of the prologue and the audience, all of which was seated in the balconies, to leave the main floor free for the parade.

Peter Pan was impersonated by a high school girl who is a talented dancer. After him followed tiny youngsters clustering about and propelling a big shoe made of cardboard, in which sat a be-wigged little old lady—The Old Woman Who Lived in a Shoe, of course; Mother Goose and her varied family, gay in colors; Sunbonnet Babies and Overall Boys; Cinderella in all the pride of royalty, attended by a page bearing the glass slipper on a cushion, the fairy godmother, and ladies-in-waiting. Mistress Mary Quite Contrary and her attendants in flower-like crepe paper dresses and hats came next; and following were Robin Hood and his men, all in green; King Arthur and his knights; Little Women; and the Lady of the Lake and her lover, Malcolm Graeme. Heidi walked proudly beside a live goat (bringing up the end of the procession, lest it come to a sudden and unlooked-for stop.)

A dozen others that clamor for mention come to mind at once, but those named must suffice.

At last Peter Pan led the procession to a place in the center of the room where, by leading them in ever narrowing circles, he had grouped them around him. The music ceased, and the children of the prologue shouted to Peter Pan, "Peter, Peter, come up here!" And Peter Pan made his way through the crowd of children back to the stage. Here a little ceremony took place, in which Peter Pan was crowned with laurel. One child then cried to all the children, paraders, audience and all, "Let's give three cheers for Peter Pan!" Hurrahs shook the roof, and the parade was over.

Publicity for the pageant was one of the first matters given attention. Considerable

time was devoted to it. Principals of all the schools were personally visited. The November number of the library's bulletin, *Book Marks*, was given over to children's books and an invitation to attend the pageant. Presidents of all Parent-Teacher Associations were asked to announce the pageant at their monthly meetings, and were given packages of *Book Marks* to distribute. Announcements were made in the schools, at clubs, and over the radio by staff members. Peter Pan story hours were held in the main and branch libraries. Posters and bulletin boards at these places served to keep the pageant constantly before the eyes of the children; co-operation of the newspapers was secured, and approximately five hundred column inches of space was given to photographs and news stories.

Whether because of the wide publicity, the ready co-operation of school officials and teachers, the fact that children in costume are always a drawing-card, or a combination of all these, the crowd that attended *Peter Pan's Parade* was enormous. It was estimated at five thousand, and a rough estimate indicated that approximately a thousand had to be turned away.

The children were enthusiastic from the first about the pageant. There was endless opportunity for evaluation of books in choosing the characters. The costuming called for all their originality and inventiveness. The spirit of pageantry took possession of many of the schools and the Book Week assembly program became a "dress-up" day, when any child might represent any character he chose. The best groups were chosen to be in the pageant.

But the real, intangible results? How determine them? How gauge the feeling for Scotch balladry and legend that may have been germinated by the careful search made by one English class for authentic costumes for the Lady of the Lake, Malcolm Graeme, and old Allan Bane? How measure the impression on sensitive children working to create, with their own hands, minds, and bodies, the delightful foolery of Dr. Doolittle's Pushmi-Pullyu, or the flower garden that fluttered around Mistress Mary?

*A little while they put their souls to sleep
And lend to souls from other worlds the
bodies that are theirs.*

Verbal reports of teachers, awakened interest among mothers, deluges of requests for "the Peter Pan books" and for many others represented in the pageant—these have served as a gauge.

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THE BUILDERS OF THE TOWER

LOIS B. SMALLEY

Public Library, Evansville, Indiana

"The history of children's literature is shaped in its broader outlines by the history of the English people. No less inevitably its course is parallel and sometimes interwoven with that of child education. We live in an age of rapid change, when present conditions of life slip away from us with almost bewildering speed."

—MRS. FIELD, THE CHILD AND HIS BOOK.

MOST normal children in the elementary schools can tell you of the origin of their flag and they have a skeleton knowledge of the histories of the Revolutionary and Civil Wars. They know the many events in the development of the country's history. But few can describe a hornbook or battledore. Their idea of a primer is any small-sized book with big letters and bright pictures. And they aren't especially interested in Ann or Jane Taylor. In short, the average child's knowledge of the history of children's literature is usually very limited.

The obvious starting place for the quickening and developing of children's interest in the early beginnings of their literature is the library. During Children's Book Week of 1927, the idea was conceived that perhaps this knowledge of children's literature might be made so attractive to the children that the desire to find out more about it would at least be instilled, if only in a small measure.

The central idea of the pageant, *The Builders of the Tower*, was to give a panoramic view of the development and changes in the form and content of books written for children and to provide a constructive yet interesting and entertaining event for Children's Book Week. No attempt was made to give minute, authentic details as to early juvenile books. We wanted, first of all, to create an interest so that the child might go to original or better sources for definite information concerning the books.

In looking back on the pageant now, some months later, it did not seem difficult to produce. However, at the time it did require time and patience.

The whole of the pageant was divided into a prologue and nine parts. It covered in time from the year 600 A. D. to the present day. The prologue was read by two chroniclers. After these came the nine groups of the builders of the tower of books. The children liked being called "builders" in the rehearsals.

The first group portrayed the earliest books used by children, the books containing the old Latin psalms of the church. In this group were six school boys and their master, a monk. They are dressed in loose, non-committal robes, carried large books and chanted slowly. We selected for this boys who had been in the choir of the Catholic church and who were familiar with the Latin.

The second group, the King's Court and THE BOOK OF CURTSY by John Russell, showed the state of children's literature five hundred years after the church school. A gracious court dance closed this episode. Then came the primers, the A B C books and the hornbooks. These were six of our smallest patrons carrying large primers and wearing hornbooks attached at their waists. Next appeared Watt's DIVINE AND MORAL SONGS. Four small boys dressed in early eighteenth century choir robes sang *Gentle Jesus, Meek and Mild*. Mother Goose then appeared with the spider annoying Miss Muffet so that she hurriedly left the stage. Fairy Tales followed and into this section of the program was woven the lovely story of Snow White and the Seven Dwarfs.

The seventh group represented the period of didactic stories for boys and girls. Two small girls dressed in Kate Greenaway costumes recited the quaint, original verses, THE WAY TO BE HAPPY, by Ann and Jane Taylor.

THE WAY TO BE HAPPY.

How pleasant it is at the end of a day,
No follies to have to repent;
But reflect on the past and be able to say,
My time has been properly spent.

When I've finished my business with patience
and care,

And been good and obliging and kind,
I lie on my pillow and sleep away there
With a happy and peaceful mind.

Instead of all this, if it must be confessed
That I careless and idle have been,
I lie down as usual and go to my rest,
But feel discontented within.

Then, as I dislike all the trouble I've had,
 In future I'll try to prevent it.
 For I never am naughty without being sad,
 Or good without being contented.

The eighth phase was the chapman carrying a large basket filled with bright and funny little chap books. The "waste not, want not" moral books formed the last group.

Keep thy eyes on thy books
 And guard thy tongue,
 Lest thy elders hear thee
 And the evil be done.
 And in festive play this maxim prize,
 "Be always merry, always wise."

And now we are down to the present days,
 When the builders all differ in numbers of
 ways;

The peasant no longer his penny buns sells,
 For the books may be had from the library
 shelves.

At the end, the various groups of builders all returned, each carrying a book, which they placed in the middle of the stage, thus building a veritable tower of books. At the first rehearsal, alas, our tower fell down. But this difficulty was solved by having an older character, a staff member, place each book carefully thus balancing the tower. When the tower was complete, the music changed to a gay dance tune and the children danced about and so off stage.

The responsibility of directing and coaching was simplified by dividing it among the branch and station librarians in Evansville. Each branch librarian or station library head was responsible for the selection of the characters and the coaching of the group assigned to her. We had only three rehearsals of the entire cast, one of them in costume. The children were not told the main theme of the tower until this time. The groups were simple to direct. No group had any lines to memorize. Three groups had lines to read or sing but these were in verse and not difficult. The part of the chroniclers who read the pageant, which was all in verse, was taken by two competent staff members in our library. We found this more satisfactory since clear enunciation and loud voices were essential.

The stage required little of our time. It was undecorated except for a drop across the entire back. Our music was unusually well played by a nine-year-old child who thoroughly enjoyed

playing "Little Miss Muffet" and "The Golden Wedding." We had music throughout the entire pageant.

Period costumes are always difficult and usually expensive. Without constant co-operative effort on the part of all our staff members and especially on the part of the costume committee our results would not have been nearly so delightful. The finished products were quaint little Kate Greenaways, somber choir robes, and gay court gowns, together with the charming primer dresses and the fascinating little spider suit. The materials were of the most inexpensive sort and the colors bright. We found that the cost of the costumes, which was the entire cost of the pageant, came to thirty dollars.

One of the most commendable features of this pageant is its elasticity. The number of children in each group is arbitrary. If a larger entertainment is desired, more children may be used and vice versa. Any group can be used separately as school or library entertainment but the effect of the development of children's literature will, of course, be lost.

In connection with the pageant and with Children's Book Week, we had a display of the early books for children available in the Evansville, Indiana, Public Library. We also had story-hours conducted during the week by former staff members. These were found to be very successful. Stories typical of early literature for children were told, such as "Waste Not, Want Not," and "The Purple Jar." Modern stories were then told in contrast. Books used for this were Edgeworth's *TALES* and Lucas' *FORGOTTEN TALES OF LONG AGO*.

A constructive and entertaining Children's Book Week is quite possible. It does require time and effort, and when the regular daily routine of the library must be carried on, it is not easy. Yet any play or pageant means work. When it is done simply to amuse the child, one wonders if the effort is worthwhile, but when a definite, informative sort of program is given, the time does seem well spent.

The tendency to celebrate special occasions can lead to elaborate entertainments and productions. Let us hope that the observance of Children's Book Week does not assume such proportions. The child and his book is, after all, a simple, yet a vital and fascinating combination, that can be made quite unattractive by clothing it in loud and too gay jackets.

CHILDREN'S BOOK WEEK IN PORT JERVIS

ESTHER SARA TUSCANO

*Children's Librarian
Port Jervis Free Library,
Port Jervis, N. Y.*

FOR two years we had asked for financial aid from the Rotarians, Kiwanians, American Legion, community and tourist clubs of Port Jervis for our observance of Children's Book Week. Letters were sent to them, asking for donations to buy prizes for the best essay, the best drawing, the best advertisement, and other book contests which were held in the public schools during Children's Book Week. However, this made extra work for the teachers, added to the many demands made on members of the different clubs, and placed the observance of Children's Book Week everywhere but in the library and in the home.

A clause in our library charter reads that no lecture or entertainment may be held in the library hall for which admission is charged, or an offering taken. It was our aim therefore, to do something unusual that would arouse interest among parents and children, and yet keep our expenses as low as possible.

We decided on the number and ages of children needed, made our selections, and I interviewed as many mothers personally as I could reach. Others I talked with on the phone. To some I sent notes, asking their consent to have the children participate in the pageant.

In order to keep down expense and have all the costumes made of the same material, we thought it best to buy the material ourselves and to resell it to the mothers at cost. We advertised by placing posters in the store windows. These were made by cutting from crepe paper figures representing characters from Mother Goose, pasting them on white poster board, and lettering in the time and place of the entertainment.

We called our program *An Afternoon With Books*. Books suitable for all grades, from the third through the junior high school, had a part in our entertainment. We divided the program into three parts: part one, Mother Goose's Party; part two, Overall Boys and Sun Bonnet Babies, Little Red Riding Hood, Goldy Locks, and the Three Bears, Dutch Twins, Japanese Twins, Mopsa the Fairy Dancer, and Pirates; part three, a play in one act, THE

COURTSHIP OF MILES STANDISH, adapted from Longfellow's poem by Eugene W. Presbery.

Part I.

The performance began with a girl rearranging books in her playroom. She was joined by a friend, and as they placed the books on the shelf, they recalled their favorites, the first being MOTHER GOOSE'S PARTY. The characters were Mother Goose, Jack Be Nimble, Tom the Piper's Son, Little Boy Blue, Mistress Mary Quite Contrary, Jack and Jill, Little Bo-Peep, Hot Cross Buns, the Maiden All Forlorn, Little Jack Horner, Little Miss Muffett, Jack Spratt, and Jack Spratt's Wife.

Mother Goose entered, bringing Jack Be Nimble, with his candlestick, and Tom the Piper's son with his pipe. She announced that she expected some of her children to her party, and sang "Little Boy Blue." Boy Blue entered, promising to call the others to the party with his horn, if he is forgiven for being late. He called Mistress Mary Quite Contrary who brought her watering pail. "Mistress Mary, Quite Contrary" was sung, and Mary replied, telling how her garden grew. She asked for Jack and Jill, who entered with their pail and told of their tumble down the hill. Next, Boy Blue called Little Bo-Peep who looked very sad. She was invited to stay and be cheered. At the cry "Hot Cross Buns," a boy entered wearing a red blouse and black trousers. He carried a tray of his wares which he sold to the people at the party. Then the Maiden All Forlorn came on with her milking stool and was asked to join the party. She was followed by Jack Horner, who carried an imitation Christmas pie. Jack Horner asked for Miss Muffett, who appeared with her bowl and spoon, and was greeted with the song, "Little Miss Muffett." Last, came Jack Spratt and his wife, carrying the spoon and platter, which between them had been licked clean. Mother Goose suggested that they sing a song before she takes them to her party. They marched off singing "If All the World Were Apple Pie."

In this part of the program we used as many of the popular characters as the platform

space would permit. All the songs were taken from *SONGS FROM MOTHER GOOSE* by Sidney Homer. The costumes were made as nearly as possible like the illustrations in the Jessie Wilcox Smith edition of *Mother Goose*. We used pink, green, blue, red, brown, black, and white cambric. The tray from which the Hot Cross Bun boy sold his wares was made of the top of a large box covered with white cambric and hung around his neck on a tape.

Part II.

The girls' next choice was the *OVERALL BOYS AND SUNBONNET BABIES* by Eulalie Osgood Grover. Four little boys dressed in blue overalls and large straw hats and four little girls dressed in white with crepe paper sunbonnets in pastel shades marched around the platform singing the "Overall Boy's Song."

The girls next found a copy of *RED RIDING HOOD* and both expressed the wish that the wolf had not eaten her, whereupon in came Red Riding Hood herself, dressed in red cape and hood, with her basket on her arm. She told her story which was changed to suit her hostesses' tastes. She was followed by Goldy Locks, a little girl with locks as golden as the fairy-tale original's—who told the story of her visit to the home of the three bears and her adventures there.

When the girls found all the *Twin* books, by Lucy Fitch Perkins, they each decided to choose the one she liked best. One chose the *DUTCH TWINS*. Two little flaxen-haired girls, one dressed as a Dutch boy, and one as a Dutch girl, did a little Dutch dance and song to the tune of "Ruben, Ruben, I've Been Thinkin'." The little boy's suit consisted of a brown cambric coat, big blue trousers, and a round blue cap. The girl's dress was of blue cambric with a white cap and apron. We did not have any wooden sabots, so we made brown burlap moccasins to fit over their shoes.

The other girl chose the *JAPANESE TWINS*. Brown-haired twins were chosen. One wore a blue crepe kimono embroidered in colors, with a pink sash tied in a big butterfly bow; the other, a pink crepe kimono with a blue sash. Both wore cherry blossoms in their hair. They did a Japanese dance. *MOPSA THE FAIRY* by Jean Ingelow then appeared. A child dressed

in a shell pink ballet dress with a silver wreath in her hair and a pair of silver ballet slippers did a real ballet dance which was so fairy-like that even the adults were carried away to the land of make believe.

A book about pirates and buccaneers caused the girls at the bookshelf to shudder. Suddenly the hall was darkened and seven pirates, wearing wide girdles and bandanas of colored cambric suffled onto the platform carrying flashlights and a heavy chest of treasure. They dropped their chest and began to divide their loot amid lusty shouts of greed.

Part III.

It was growing late and the little visitor said she must go home to study her English lesson. They had had so much fun with their books that the little hostess suggested they study it together. Why not, since it was to be the *COURTSHIP OF MILES STANDISH*.

Priscilla and Dame Hadley wore dresses of grey cambric with white collars and cuffs of true Puritan style. The Captain and John Alden wore suits of black, made in the style of that day. Shoe buckles, made of cardboard covered with silverfoil, were fastened to their shoes.

Having no curtain or scenery, we improvised the stage setting and made an artificial fireplace of sticks covered with grey cobblestone crepe paper. We borrowed a spinning wheel, guns, an old brass pail, a wooden corn dish with masher, and an iron kettle for the fireplace from the local historical society. As a stage we used the lecture platform. I made a back drop of green cambric, and we had an electrician block in temporary footlights. We shut off the platform with screens.

We divided the time for rehearsals according to the parts of the pageant. We rehearsed every afternoon after school and Saturday mornings with the younger children. Evenings we rehearsed for the *COURTSHIP OF MILES STANDISH*.

At the conclusion of our program the public was invited to see the exhibit of new books in the children's room downstairs. Books and jackets were displayed on the sides and roof of a house which had been made for us by the children of opportunity school.



GEOGRAPHY—A FOUNDATION AND A KEY

MRS. ELIZABETH W. DUVAL

Author of "This Earth We Live On"

IT MAY be asked what is the aim of geography as taught in the elementary grades. Is it not twofold? In the first place it must strive to afford a simple strong foundation upon which more advanced and specialized studies of the earth, its life and peoples may be based; and secondly, but of equal importance, geography should be a key to other studies: to astronomy, to physics, geology, botany, biology, history, industry, economics and commerce. In fact geography properly understood and taught is a master key which unlocks the marvels, beauties and romance of the world past and present, and with which one may even speculate on the future.

How these foundations or this key should be wrought is a question of vital interest to every teacher. The materials commonly used are the text books, maps and supplementary reading of school curriculums. The pupil learns a given number of facts about the earth, different places and countries, is taught to make and use maps, while the teacher adds interest by stories and topical illustrations. But often geography is considered a dull study by both teacher and pupil and one wherein both resign themselves to "learning what the book says" so as to be able to answer test questions and pass examinations. To know what city in the United States manufactures the greatest number of shoes, to be able to bound the state of Missouri and to tell what is the capital of Chile are facts of importance in their time and place, but when such miscellaneous information is acquired without a plan of study it hardly presents a sound foundation for more advanced work nor a key with which to open other interests.

What should be given is a frame work upon which to build and a clue which may be followed in any place, country or time. It is suggested that the child should understand:

A few general facts about the earth, such as its relation to the other planets, the why and wherefore of daylight and darkness, winter, and summer, the climatic zones, rain and snow, maps and map making, and latitude and longitude; the man found earth, or such

facts of physical geography as the divisions of land and water (the continents and the oceans), climate, and surface—mountains, plains, rivers and lakes; the man made earth, including the following elements of political geography: races of men, countries (political boundaries), industries and commerce, and cities.

It should be emphasized that when man came to live on the earth he found the continents and the oceans, a variety of climate, mountains, plains, rivers and lakes and owing to these natural differences he now lives in various ways in different parts of the globe. At the same time the pupil should be told that geography teaches where a place is, what it looks like, and why certain conditions or customs prevail in certain places.

It may be objected that the above outline is by itself much too abstract to have interest for young children and that it does not follow the course of study required in the elementary grades. The first difficulty is one easily overcome by the teacher's interpretation of each topic. As regards following the prescribed course of study this is quite possible: all that is necessary is a little introductory work, say one or two lessons in which the plan of study is outlined as each new subject is broached. If the teacher understands the plan, its exposition will be found simple while in the older grades the use of the outline will have become habitual to the pupils.

Plans of study for the younger grades, and for the older grades are suggested here:

PLAN OF STUDY FOR YOUNGER GRADES

Part A—General Facts About the Earth:

1. The earth a great ball spinning through space. Give proofs of its being round and illustrate at once by showing on a globe the approximate place where the child lives.
2. We have night and day because the earth revolves on its axis.
3. We have winter and summer because the earth journeys around the sun.
4. Show how the earth's position in relation to the sun makes the different climatic zones. Note their boundaries.
5. Give simple explanations to illustrate the

phenomena of rain and snow, preferably some actual experiments in the laboratory.

6. Lessons in map making, map reading and an understanding of latitude and longitude conclude this preliminary work.

Part B—The Man-Found Earth:

1. Show the continents and the oceans on map. Point out on which continent the child lives.
2. Describe varieties of climate, animal life and vegetation. Describe also home conditions and explain reasons for these conditions.
3. Tell about varieties of surface, mountains, plains, rivers and lakes. Note salient local features.

Part C—The Man-Made Earth:

1. Describe briefly the races of men, giving actual examples.
2. Tell of the many political divisions or countries. Note the home country and nationality.
3. Tell of industries and commerce, making clear that manufacturing is the making of raw products and commerce the exchange of commodities. Mention local industries.
4. Tell of cities. Note any local ones.

Having spent approximately a third of a school year on the above outline use the remainder of the time to review Part I briefly. Emphasize all possible topical illustrations, such as changes in weather—the coming of winter, followed by spring and summer, or a cloudy sky seen before a storm. Do extensive map work. Following this, take up the study of the home locality.

A—Its Physical Characteristics:

1. On what continent it is located.
2. Its climate (located in which zone).
3. Its surface. Note any mountains, plains, rivers and lakes.

B—Its Political Characteristics:

1. What races people it.
2. In what country it is.
3. What are its industries.
4. What are the cities.

PLAN OF STUDY FOR THE OLDER GRADES

Part A—General Facts About the Earth:

Review. Go into detail in all explanations. Teach the changes of time and give practical

problems| Continue map work and assign to each pupil the making of a map of the country to be studied.

Take up the study of a given part of the world, for example, South America or the New England states. Note on the blackboard, and have each pupil copy in a note-book, an outline similar to the following: The pupil should leave blank pages for information received as the course of study progresses.

OUTLINE FOR THE STUDY OF SOUTH AMERICA

1. As Man Found It:

- (a) Its physical location.
- (b) Its climate and natural resources.
- (c) Its surface.

2. As Man Has Made It:

- (a) Its political divisions.
- (b) Its industries.
- (c) Its cities.

OUTLINE FOR THE STUDY OF THE NEW ENGLAND STATES

1. As Man Found Them:

- (a) Their physical boundaries.
- (b) Their climate and natural resources.
- (c) Their surface.

2. As Man Has Made Them:

- (a) The names of the states.
- (b) Their industries.
- (c) Their cities.

This outline is a compromise between the old-fashioned way of teaching geography and the modern methods. The former emphasized system at the expense of color and interest. It began with the earth as a whole, listing the continents and the oceans and the important countries and it made a clear cut distinction between physical and political geography. The old text books had few allusions to local conditions or subjects of topical interest to children, nor were they enriched with the vivid illustrations and lively text of the modern school geographies. Our modern curricula call for much study of the home country and locality. Whether this essential objective information sometimes dwarfs a knowledge of the earth as a whole is not as important as that both teacher and pupil approach geography with a method which will avoid confusion and by which they may derive profit from the wealth of material offered them.

PRACTICAL PUBLICATIONS IN THE GRADES

THE TORCH

VIRGINIA DOZIER
McCormick, South Carolina

SO much has been written about the high school magazine as a tool of the English teacher, and so many teachers are advocating the publication of a high school newspaper as a means of motivating English composition, that a plea for high school publications is about as out of date as a hoop-skirt. But as yet comparatively few elementary and grammar school teachers are sponsoring the idea. If it works so beautifully in high school, why not use the same scheme in grammar school?

Our grammar school English teacher refused to be discouraged when she learned that the high school paper was all that the community could finance. She vowed she would publish a paper without any money. And she did!

Each child subscribed to the proposed magazine at fifty cents a year. The teacher then bought, at wholesale, a supply of colored art paper for magazine covers, some inexpensive 8x11 bond paper and one hundred stencil sheets for the mimeograph. (If the school had not possessed one, we would have had no trouble in borrowing a machine from the county farm agent, the Ford shop, or some other progressive office in town.)

Miss B. then solicited the co-operation of the commercial department of the high school to do the stencil-cutting during type-writing practice periods. With the co-operation of the art department, the cover design and other art features were planned. Clever cartoons and other line drawings were often included. These are reproduced by tracing the design directly

to the stencil sheet with the sharpest stylus, and running through the machine just as a sheet of typing would be handled.

The children elected their own officers and editors, and began to write. Children naturally like to write, and the hope of seeing their efforts in print so inspired them that the youthful editors (sub-readers) had to limit the number of manuscripts that each child could submit. Everybody waited breathlessly for the first issue.

There was no confusion about the publication of this inexpensive magazine. The youthful readers selected the most promising material and from this the teacher made up the magazine. Seventh grade students proficient in penmanship neatly copied the corrected manuscripts and delivered them to the commercial classes where the stencils were prepared and the pages mimeographed. The loose pages were then returned to the grammar school where energetic students arranged the pages in order and laced the magazines with bits of colored cord.

The result was a neat magazine, financed entirely by subscription receipts, something unheard of in journalistic circles. The project was entirely worth while. It proved to be a wonderful incentive to average and poor students; exceptional students were provided for in that extra work of an interesting and worth while nature was supplied. Everyone was so well pleased with the result that *The Torch* has become an institution in our grammar school.

THE EAGLET

MRS. BLANCHE M. GOODWIN
Glendale, Ohio

C. C. Certain, Editor
The Elementary English Review
4070 Vicksburg Avenue
Detroit, Michigan
Dear Mr. Certain:

Last fall when you so kindly expressed an interest in the aims and ambitions of the fourth grade at Glendale, I hoped that we could send you very promptly some concrete results of our efforts. I read your letter to the

children and they felt inspired to make an enthusiastic beginning. I found, however, that if their efforts produced a newspaper, much preliminary work and drill were necessary. I refused to consider writing it myself and calling it theirs.

I first set what seemed to be fair standards of accomplishment for a fourth grade. These standards were worked out in a style sheet, which each child made during the early part of

the year. The room was organized on the basis of Junior Citizens, and we set to work to see what could be accomplished by a group of little citizens all on their tip-toes and ready for work. Their class meetings, elections and discussions, by-laws and minutes of the meetings involved good drill in oral and written English.

Of course we used the stipulated text, Pearson and Kirchwey, as a foundation. Sheridan met our needs more definitely. We used it a great deal. The style sheets were referred to and necessary items were added. But they were far from being ready to produce a newspaper. So we concentrated on letters. Every sick child in a room received a sheaf of letters from the group. Colds, mumps, and flu gave them much practice. This spring they had some out-of-town letters to answer and they ventured to write to a few grown-ups who would appreciate their interest.

Improvement along many lines encouraged us finally to try a small newspaper. The staff had been chosen in January. The first issue of *The Eaglet* appeared in April. It contained four pages with a number of drawings by the children. They did not do the typing. We used

a ditto machine to make the copies. More practice will give better results.

The June number we have had to give up because of the extra work and time required in their preparation of a little play, adapted from AFTER THE RAIN. The Cleanliness Institute of New York had sent the room several copies of this little book. It was such a good opportunity to correlate health, English, and geography with a little bit of dramatics and self-expression, that I let each child write his own part. I find I have a full-fledged play on my hands with costumes, written invitations to the parents, and unbounded enthusiasm.

I have merely suggested some of the ways in which we have tried to meet fourth grade standards in English. We have certainly not accomplished all I set out to do, but we have had a mighty good time at our work. I think it has been more than worth while.

The Elementary English Review has been most helpful. The last three or four numbers have contained much that was especially interesting and valuable to a fourth grade teacher. Let me thank you and congratulate you.

Yours sincerely,

(Mrs.) Blanche M. Goodwin.

PETER PAN'S PARADE

(Continued from page 232)

Miss Margaret McElroy, author of THE ADVENTURES OF JOHNNY T. BEAR and other delightful books for children, whose co-operation was most sympathetic and helpful, gave a valuable comment which she gleaned by stationing herself where children passed on the way out and listening to their remarks. She said that repeatedly she heard, "Did you see——? I bet that's a keen book? I'm goin' to read it." And not infrequently, "Let's go over to the library (just across the street) and

see if it's in."

The idea of *Peter Pan's Parade* did not originate in Des Moines, but in the Milwaukee Public Library, where a similar affair was held under the joint direction of Miss Mary Dousman and Miss Letha M. Davidson. Miss Davidson, who took charge of the children's department of the Public Library of Des Moines in the fall of 1927, adopted the Milwaukee plan with some changes and modifications.



A COMPARATIVE STUDY IN CHILDREN'S MAGAZINE INTERESTS

RUTH ELIZABETH NORRIS

Lee's Summit, Missouri

IN ATTEMPTING to balance the subject-matter of children's reading one needs to consider the magazine feature. There are those who hold this type of reading in abeyance, but the text of this discussion is to present a brief in favor of carefully selected periodical literature for children.

The American reading public has rapidly developed into periodical fanciers. If the child is to become a discriminate adult reader it is altogether necessary that he be given a genuinely sound introduction to this type of material. The magazine market, represented by the local newsdealer, carries the desirable and undesirable publications. The indifferent, or "give me somethin' excitin'" lad becomes the easy prey of the dealer; on him are unloaded the cheap but high-powered copies. The unfortunate victim, provided with frequent similar experiences, develops a liking for these magazines and is shut away from the informing, clean-cut range of material.

This can be averted to a great extent by adopting an intelligent course of procedure with the young child. One can build a strong background by providing as many of the juvenile magazines as his means will allow; or, this can be taken over by the school in furnishing a good selection of current periodical literature.

The investigation presented in this study was prompted by two motives: To find whether the pronounced and continued interest of the children in the Henry C. Kumpf school in magazine reading, as expressed by their library reading and their eagerness for forthcoming issues, is due to contacts provided by the platoon school organization; the second, but lesser reason, is to provide a challenge to the statement that "all the school boy or girl reads today is the trashy magazine."

In order to secure a fairly representative showing on the part of elementary school children's interests in magazine reading, the investigation was carried on in a platoon school in which the library is a definite part of the organization, and a non-platoon school in the same city that is quite nearly the same in size and type of community, in which there is no library. The study was conducted on the personal interview plan; it includes grades four

to seven in each school. Each child was consulted and asked to fill a form sheet indicating:

1. Age..... Sex..... Grade.....
2. Do you read magazines?
3. Is there a magazine you could say you like best?
4. If so, write the name.
5. Name your second choice.
6. Name your third choice.

Nine representative children's magazines constitute the collection in the platoon school and formed the basis for the comparative study. It is not assumed that these are the only desirable magazines for children, but they meet with general favor in children's libraries.

Child Life.
American Girl.
American Boy.
Boys' Life.
Popular Science.
Nature Magazine.
Youth's Companion.
St. Nicholas.
National Geographic.

Tabulations were first made for each grade, separate columns were used for boys' and girls' choices. The four grade columns were then combined into a school total. Since it did not seem quite fair to assign the same value to the three choices of a child, the plan of giving interest values was used; an interest value of three was assigned to the first choice, to the second choice a value of two, and to the third choice the value of one.

Table I gives the ranking of the magazines as indicated by the combined interest values, not the number of times the magazines appeared among the children's choices. The first column indicates the platoon, or Kumpf's rank, while the column to the right of the magazine title indicates the rank made by the non-platoon school.

Table II is the complete list of magazines named by the traditional school. This table seems to present substantial evidence in favor of directed reading; Table II contains the titles of sixty-three magazines, while Table I contains thirty-seven, there were 451 children in the Kumpf investigation and 459 children in the non-platoon school. The tra-

ditional school's list of sixty-three was 58.3 per cent more than the range of choices listed by the Kumpf children. By using the figures of this tabulation, one finds that the non-platoon school averaged 7.06 children per magazine, while the Kumpf average is 12.17 children per magazine; the increase is swelled by 5.11 children. Those pupils who share the privileges of selective reading advantages present a more compact and unified list of choices.

TABLE I.
MAGAZINE RANK BASED ON INTEREST
VALUES.

PLATOON RANK	NAME OF MAGAZINE.	NON- PLATOON RANK
1	Child Life.....	1
2	Popular Science.....	13
3	Boy's Life.....	3
4	American Girl.....	30
5	St. Nicholas.....	....
6	American Boy.....	11
7	Popular Mechanics.....	4
8	Youth's Companion.....	23
9	Nature Magazine.....	....
10	National Geographic.....	12
11	Wee Wisdom.....	15
12	Photo Play.....	29
13	Liberty.....	8
14	American.....	2
15	Saturday Evening Post.....	7
16	Ghost Stories.....	26
17	Junior Home.....	16
18	College Humor.....	19
19	Detective Story.....	17
20	Good Housekeeping.....	21
	True Story.....	9
	Science and Invention.....	23
21	Baseball Magazine.....	29
	Country Gentleman.....	22
	Life.....	23
	Judge.....	17
	Delineator.....	22
22	Ladies' Home Journal.....	6
	Pictorial Review.....	5
	McCall.....	18
	Every Girl.....	20
23	Western Story.....	10
24	Woman's Home Companion..	14
	Woman's World.....	24
	Literary Digest.....	25
25	Collier's.....	19
26	World Call.....	31
	Mentor.....	31

TABLE II.

RANK OF COMPLETE LIST OF MAGAZINES
OF NON-PLATOON SCHOOL.

Rank.	Name of Magazine.
1	Child Life.
2	American.
3	Boy's Life.
4	Popular Mechanics.
5	Pictorial Review.
6	Ladies' Home Journal.
7	Saturday Evening Post.
8	Liberty.
9	True Story.
10	Western Story.
11	American Boy.
12	National Geographic.
13	Popular Science.
14	Woman's Home Companion.
15	Wee Wisdom.
16	Junior Home.
17	Judge.
	Detective Story.
	Movie Star.
18	McCall.
19	College Humor.
	Collier's.
20	Every Girl.
21	Good Housekeeping.
22	Delineator.
	Country Gentleman.
23	Red Book.
	Life.
	Youth's Companion.
	Science and Invention.
24	Woman's World.
25	Literary Digest.
	Cosmopolitan.
26	Ace High.
	Ghost Stories.
27	Mystery Story.
	Black Mask.
28	Farm & Fireside.
	Everybody's.
29	Radio.
	Baseball.
	Photo Play.
	Dream World.
	True Romance.
30	Smart Set, Success.
	American Girl, Sport Story.
31	Top Notch, Cowboy Stories, Love Story.
	World's Work, Mentor, Modern Priscilla,
	World Call.

Table III presents the entire findings on magazines exclusive of the ranking values which were given in Table I and Table II. All columns except the percentage column are in-

terest values. The percentages are figured from the total interest value of each school. The first item listed in Table III, *Child Life*, presents surprising figures, but figures that

TABLE III.

ELEMENTARY SCHOOL CHILDREN'S MAGAZINE CHOICES.

MAGAZINE.	KUMPF				NON-PLATOON			
	BOY	GIRL	TOTAL	PER CENT	BOY	GIRL	TOTAL	PER CENT
Child Life.....	79	327	406	.1980	50	216	266	.1261
Boy's Life.....	292	3	295	.1439	193	9	202	.0950
American Boy.....	132	0	132	.0643	50	9	59	.0242
American Girl.....	0	186	186	.0907	0	4	0	.0019
Youth's Companion.....	44	39	38	.0404	6	6	12	.0059
Popular Science.....	283	25	308	.1502	35	4	39	.0193
Popular Mechanics.....	86	17	103	.0502	75	94	169	.0836
Science and Invention.....	8	....	8	.0539	7	5	12	.0059
National Geographic.....	24	21	45	.0219	24	24	48	.0136
Nature Magazine.....	38	43	81	.0395	1	....	1	.0004
Saturday Evening Post.....	14	8	22	.0107	71	37	108	.0534
American.....	14	10	24	.0112	112	107	219	.1083
Junior Home.....	....	15	15	.0063	3	18	21	.0103
Wee Wisdom.....	29	11	40	.0151	3	21	24	.0118
St. Nicholas.....	17	43	60	.0731	....	....	....	.....
Ladies' Home Journal.....	....	6	6	.0029	38	85	123	.0608
Woman's Home Companion.....	....	3	3	.0014	1	33	34	.0113
Pictorial Review.....	....	6	6	.0034	13	93	124	.0613
Delineator.....	....	7	7	.0034	....	13	13	.0064
McCall.....	....	6	6	.0029	3	16	19	.0090
Woman's World.....	....	3	3	.0014	6	5	11	.0054
Good Housekeeping.....	....	8	8	.0039	0	14	14	.0060
Modern Priscilla.....	....	....	....	....	....	3	3	.0014
Liberty.....	15	14	25	.0141	57	29	86	.0429
Literary Digest.....	3	....	3	.0014	4	6	10	.0048
Collier's.....	....	2	2	.0009	8	9	17	.0084
Judge.....	7	....	7	.0034	14	6	20	.0098
Life.....	4	3	7	.0034	6	6	12	.0059
Pathfinder.....	....	....	....	....	2	....	2	.0009
Mentor.....	1	....	1	.0004	....	3	3	.0014
Cosmopolitan.....	....	....	....	....	1	9	10	.0048
True Story.....	3	5	8	.0039	36	38	74	.0311
World's Work.....	....	....	....	....	3	....	3	.0014
Country Gentleman.....	5	2	7	.0034	8	5	13	.0064
College Humor.....	7	6	13	.0063	12	5	17	.0084
World Call.....	....	1	1	.0004	....	1	1	.0004
Photo Play.....	5	25	30	.0141	3	2	5	.0024
Western Story.....	5	....	5	.0024	60	5	65	.0321
Every Girl.....	....	6	6	.0029	....	15	15	.0074
Detective Story.....	8	3	11	.0050	12	8	20	.0098
Ghost Stories.....	....	16	16	.0078	....	8	8	.0038
Baseball.....	7	....	7	.0034	5	....	5	.0024
Total Int. Val., 2,050.								

bear the truth of the magazine's motto in advertising — "The Child's Own Magazine." Kumpf's preference for this magazine is indicated by .1980 per cent of the total, while the non-platoon school shows a percentage of

.1261. The latter percentage was justified by inquiring into the matter. It was found that children brought copies of *Child Life* to school, and that the material was enjoyed quite generally in the fourth and fifth grades. The

loaned copies created no small amount of interest on the part of the eager youngsters. One is not surprised to find this delightful magazine occupying a high position with the young child, but it is somewhat unusual to find it awarded first place in both schools for the four grade total.

Quite an interesting observation may be made in the case of *Boy's Life*; Kumpf lists it with .1439 per cent and the traditional school with .0950 per cent. Since this splendid paper is the official publication of the Boy Scouts' organization, and troops are general the country over, one finds it quite evenly distributed. The fact that the Kumpf Scouts have their magazine before them daily aids greatly in stimulating interest. Boy Scout organizations occur within schools, churches, and community centers. Interest is not so nearly parallel in the case of *The American Boy*, for while this is a leading magazine for boys and has a large following of avid readers, boys are not obliged to subscribe and canvas subscriptions for it as they are for *Boy's Life*. Kumpf leads over the non-platoon school with .0401 per cent, almost three times as much.

A marked contrast is presented in the tabulations of the *American Girl*; Kumpf's percentage is .0907 and the non-platoon school is .0019 per cent. This great difference is to be explained by reason of the fact that Kumpf has maintained a Girl Scout troop for five years; the traditional school has no Girl Scout troop. There is no Campfire Council in either school; this, perhaps, accounts for the negligible showing in each school for *Everygirl*. Kumpf is listed with .0029 per cent, and the non-platoon school with .0074 per cent.

The small percentage for the *Youth's Companion*, a substantial magazine with more than a century of historic background, is not cited with pride; the non-platoon school falls even below Kumpf's low mark. The slight interest as indicated by these two schools may be accounted for by the magazine spreading its material to interest "all the family." A great deal of stimulating, directing, and advertising are required to get children to read it. Newer magazines with more specific appeals have appeared on the horizon and claim a much larger following with no more stirring and wholesome adventure stories than the high-grade material of the *Youth's Companion*.

Popular Science is a magazine in great demand and is very popular as shown by Kumpf's .1502 per cent. The boys say it "sure is keen," and eagerly inquire, "Ain't th' new *Popular Science* come yet?" if it is a day or

two behind its arriving schedule. But why the great interest? *Popular Science* is built upon the live interests in the growing and rapidly developing world. The non-platoon school's interest is not so great, being only .0193 per cent. There is a sort of compensating element to be found in this school's percentage for *Popular Mechanics*, .0836 per cent. However, this is a much more highly specialized and technical magazine than the *Popular Science*, and is perhaps less appropriate for a child. One may secure the combined interest in the magazine with a scientific trend by combining the following items:

TABLE IV.
SCIENTIFIC MAGAZINES.

	KUMPF		NON-PLATOON	
	INT. VAL.	PER. CENT	INT. VAL.	PER. CENT
Popular Science	308	.1502	39	.0193
Popular Mechanics	103	.0502	169	.0836
Science and Investigation	8	.0039	12	.0059
Total.....	419	.2043	220	.1078

The combined percentage for Kumpf is .2043, and for the choice of the traditional school it is .1078 per cent, or little more than half of Kumpf's percentages.

The findings for the *National Geographic* of both schools is fairly indicative of children's reactions to this publication; while it is highly valuable for its pictorial and geographic interests, it is not within the average child's grasp. The written material is too difficult for children. The social science department of Kumpf school provides the greatest opportunities for using the *National Geographic*.

The tabulations for the *American Magazine* present a wide span of interest; .0112 per cent of the platoon school children claim interest in the adult periodical, while, .1083 per cent of the non-platoon school pupils indicate it as a choice. It is not assumed that .1083 per cent of these children actually read the magazine, but since it is common to a great many homes, the children enjoy the pictures and attractive advertising. It is probable that children in the sixth and seventh grades, those adolescents who enjoy mature stories, find those of the *American* appeal to their tastes. The material of this periodical is not compiled for the juvenile reader. Kumpf's percentage seems more fairly indicative of average interest; there are those children who prefer more adult material than found in previously mentioned magazines; they select the *American* for light fiction. Boys like many of the success articles and the very interesting animal and nature material that appears under the names of

Archibald Rutledge and Albert Peyson Terhune. In fact, those interested in such stories will do well to follow current issues of the *American Magazine*.

Wee Wisdom is not a widely known publication; it is a church paper issued by the Unity School of Christianity, the headquarters of which are in Kansas City. There are many Unity members in both communities; the paper is subscribed to and read by the youngsters in those homes. The magazine is adapted to the interests of the very young reader.

St. Nicholas does not claim as large percentage as is desired, but no magazine of the nine taken at the Kumpf school has developed from a very limited group to this percentage of .0731. The high standards of the publication assure the best material available for the pupil of junior high school age. *St. Nicholas* is steadily gaining in favor at Kumpf; no vote was accredited it at the non-platoon school. A good balance is maintained in material for boys and girls. The mystic element is provided largely by the very popular Charles J. Finger whose stories are delightfully illustrated with attractive wood-cuts.

A group of magazines that seems to be most typical of the average home is that collection taken from Table III known as "Woman's Arts Magazines." This list includes those periodicals frequently taken by the mother in the home. A very small number of boys list these titles, but girls who delight in paper dolls, picture puzzles and sentimental fiction find much to fill their leisure hours. The following table presents the "Woman's Arts" list:

TABLE V.
WOMAN'S ARTS MAGAZINE.

	KUMPF		NON-PLATOON	
	INT.	PER.	INT.	PER.
	VAL.	CENT	VAL.	CENT
Ladies Home Journal.....	6	.0029	123	.0608
Pictorial Review.....	6	.0034	124	.0613
Delineator	7	.0034	13	.0064
Woman's Home Comp.....	3	.0014	34	.0113
McCall	6	.0029	19	.0090
Woman's World.....	3	.0014	11	.0054
Good Housekeeping.....	8	.0039	14	.0069
Modern Priscilla .....	..	.....	3	.0014
Total.....		.0193		.1625

The small showing for these magazines at Kumpf is due to the fact that these children have found material with a more direct appeal through their school library. The larger total of the non-platoon school is the result of depending largely on the home supply of periodical reading matter, which is, in the main,

TABLE VI.
COMPARATIVE CHOICES FOR PLATOON
MAGAZINE COLLECTION.

	KUMPF		NON-PLATOON	
	INT.	PER.	INT.	PER.
	VAL.	CENT	VAL.	CENT
Child Life.....	406	.1980	266	.1261
Boy's Life.....	295	.1439	202	.0950
American Boy	132	.0643	59	.0242
American Girl.....	186	.0907	4	.0019
Youth's Companion.....	83	.0404	12	.0059
Popular Science.....	308	.1502	39	.0193
National Geographic.....	45	.0219	48	.0136
Nature Magazine	81	.0395	1	.0004
St. Nicholas	60	.0731	.....	.....
Total.....	1596	.8220	631	.2864

fiction material mingled with household discussions.

Table VI presents the findings of both schools for each of the nine magazines taken by the platoon school. It seems reasonable to infer there is appropriate material when 82.2 per cent of Kumpf's pupils' choices were in favor of their own collection; the 28.64 per cent of the non-platoon school is surprisingly low. Does it not seem fair to imply that the majority of homes from which these children come are not giving adequate attention to the juvenile magazine subscriptions?

If the findings in this paper mean anything, they can be briefly summarized by saying children respond readily to reading material within their range of comprehension. The desire to become interested in a variety of magazines can be brought about with children in the early grades; when interested they become extensive readers. There is a type of material that will appeal to every child; it becomes the duty of a sympathetic person who knows the child's interest and has the ability, to reach the youngster with appropriate literature.

The interests of boys and girls become rather clearly defined at an early age in matters of reading.

One's ability to sense this has a great deal to do with the successful guidance of children's reading tastes. The craving for adult titles and adult material can be deferred quite some time as illustrated in the findings from the platoon school with regard to magazine choices. The child will become adult soon enough and it is highly important that he live the years of childhood as fully and happily as it is possible for him to do; he cannot do it on adult material. If a sufficiently varied reading program is provided in the child's formative years

EDITORIALS

Great Books Are for Children

IF some investigator were to send out lists of titles of standard literature — such works as are sometimes referred to as “classics”—with the request that each recipient check those titles he had read and state at what age he had read them, the results would undoubtedly show that a great deal of serious reading is done during childhood and youth. The number of books, written for adults, that have now come to be read almost exclusively by children is surprising. Sir Walter Scott, Dumas, Dickens, Thackeray, George Eliot, Charlotte Bronte, even Victor Hugo, not to mention Daniel Defoe, Washington Irving, Mark Twain and Stevenson, are read in the 'teens. If they are not read then, they are apt not to be read at all, for the clamor of new things — the latest writer, the current magazine, the last edition of the paper — is very strong in the adult world.

This does not mean, of course, that the older books cannot be read with deep pleasure by adults. C. Alphonso Smith stated that he re-read *ROBINSON CRUSOE* every year, always with fresh interest. Such books are perennially delightful, for experience is constantly giving new points of view from which we see new humor, grace and pathos, that were missed in previous readings. But not a little of the enjoyment of these re-readings comes from the associations that cluster about from other perusals. To have read *DAVID COPPERFIELD* through drowsy summer afternoons, to have sat up after bedtime, tomorrows' lessons still undone, to learn the outcome of *THE BLACK ARROW* endears these books for all time.

Whereas keenness of knowledge, and breadth of charity make great books perpetually interesting to grown-ups, their sincerity, simplicity, and freshness make them entertaining to children. The best is not wasted when it is put into the hands of a young person. He reads it with delight, and will re-read it, years later, with the memory of that early pleasure heightening his enjoyment.

It follows that a movement, such as Children's Book Week, which is designed to make available to children more books and finer books, should enlist the support of every reading person, whatever his age or profession.

You Should Be There

CHILDREN in the elementary schools will be considered in the program of the National Council of Teachers of English at its eighteenth annual meeting in Baltimore, Maryland, November 29 to December 1. The elementary school section of the Council, together with the normal school section, will hold two joint meetings, one on Friday, November 30, and the other, Saturday, December 1, at which the teaching of English to elementary school children will be discussed.

On Friday, November 30, the Elementary and Normal School Sections will gather at a luncheon, arrangements for which are being made by Dr. Angela Broening, of Johns Hopkins University. Following the luncheon, there will be a discussion of means of promoting a more genuine appreciation of literature in elementary schools.

Miss Ann Elizabeth Coolidge, of the Detroit Public Schools, will discuss story telling for children, and will read a number of southern folk tales. Miss Coolidge was formerly president of the Detroit branch of the American Story Tellers' League, and is prominent in the work of the League. Dr. Orton Lowe, head of the department of English in the University of Miami, Coral Gables, Florida, will present a paper on “The New Poetry for Children.”

Not only is Dr. Lowe an entertaining speaker, but his experience enables him to present material which will be of practical value to English teachers. He will say, concretely, what should be emphasized for a more popular appeal to pupils of grammar school age.

Topics for discussion at the meeting to be held on Saturday, December 1, are “The Problems of Individualized Instruction in English,” and “Some Neglected Aspects of Reading.” A presentation of these two topics will be invaluable to the delegates attending the meeting. There has never been a keener interest in the individual child in the school than at present, nor has there ever been more intelligent attention given to the teaching of reading.

At this meeting, Dr. Florence E. Bamberger, of Johns Hopkins University, will discuss “Safety and Danger Points in Individualized Instruction in English.” Miss I. Jewell Simpson, Deputy Superintendent of Schools of Maryland, will speak on oral reading, and Mr. W. Wilbur Hatfield, read of the department of English of the Chicago Normal College will have the topic, “Mental Myopia in Reading.”

REVIEWS AND ABSTRACTS

CREATIVE EXPRESSION THROUGH ART — By Hugh Mearns. Washington. The Progressive Education Association, 1928.

Art teachers, from the kindergarten through the twelfth grade, and all other teachers as well, will be interested in this discussion of creative expression.

Heretofore art teaching in our schools has aimed at perfection of technique. The art teacher has decided the affect to be gained and then thrust the method upon the child. Here, however, is a plea that the individual child be permitted to paint the thing as he sees it, asking for help only as he realizes he does not know how to express what he really wishes to.

There are many places where this type of art work is being carried out in the schools of our country.

This volume is a symposium of articles from leading art teachers, explaining how they actually worked out the plan not only in painting, but also in plastic art, block printing and maps.

One of the most interesting subjects is the "Development of Creative Impulses" by L. Young Correthers of Rockford, Illinois, in which he shows how children represent through color the sound of a brass band, the feeling of dizziness, and the abstract quality of radiation.

Although the articles are primarily concerning art, yet oftentimes the spirit of attack and enthusiasm has carried over, and shows results in other forms of study.

This book will be a valuable help to the teacher who realizes there is something wrong with the old method, yet does not know how to bridge the difficult gap to the new. There are no formal art lessons given, and no exercises in technique; yet there are suggestions which will set the creative wheels into motion.

There is a joyous spontaneity about the book which makes it delightful reading, and the many highly colored pictures drawn by the children from their own experiences, lend an added charm.

It is a very attractive book; the color a soft blue with beige banding, the paper glossy, and the printed matter distinct and well placed on the page. It is unfortunate, however, that a book which "catches the eye" as this one does, and which is of so much practical use has so frail a binding.

—Nell J. Young.

THE LITTLE MAN WITH ONE SHOE—By Margery Baily. Boston, Houghton, Mifflin, 1921.

"This is a delightful book," as the king said opening a book-shaped box of candy. "What Ailed the King," "The Three Powers the King's Son Had," and "The Amiable Adventures of Minkin Mouse" are some of the stories told by the Little Man With One Shoe, Seventh Son of

the Leprachuan's Seventh Son, as he patched and mended a pair of shoes worn out in search of romances. And for every nail he drove he told a story and the customer sang a song and they made merry.

All ages will enjoy this story, even the grown-up children who are either too young or too old to believe in fairies, who turn up their noses at enchantments and scorn the thought of magicians and magic. Loads of fun to read aloud. When you finish you will not say "Everything must end, so why not soon as late?" as the cat said upon swallowing the rat. Instead you will say "Oh, why couldn't it last longer?" as the mouse said when he ate the candy cat.

B. D. L.¹

ELEMENTS OF CHILD TRAINING—By R. J. Gale. New York, Henry Holt, 1926.

This book, written for those whose duty it is to train the child that he may successfully cope with the situations of life, is of special interest to parents and educators. If the training of the child should be a success, then home and school must work in harmony.

The book is a scientific treatise of child training, based upon sound psychological principles, and emphasizes the modern viewpoint. Parental and varied experience in schools induced the author to put forth his best efforts in summarizing the chief elements for successful child training. Parents who follow the plan suggested will undoubtedly enjoy the boon of rearing children who will not only be a credit to themselves, but will also be of service to their fellowmen and to society at large. The style and method of presentation are adapted to the intelligence of the average person, and the various processes in child training are set forth in a lucid and forceful manner through the changing stages of child growth.

The author's aim, stated in Chapter I, is to train the child for life—to mold his character—and this idea is reenforced in every succeeding chapter. Chapter III deals with the home. Everyone conversant with current history knows that the home has lost its former prestige. If every American home were the ideal depicted, then America's future would be secure. Chapter X, dealing with habits, develops the idea that habits determine character.

The sections dealing with discipline, adolescence, and vocational guidance contain practical helps to aid parents in the arduous task of rearing children—hence every parent solicitous in child welfare would do well to possess this book.

—Sister Mary Laurenza.

¹Written by a twelve-year-old girl. In the last two sentences, the young reviewer imitates the clever sayings of "The Little Man With One Shoe."

THE TEXAS RANGER—By James B. Gillett and Howard R. Driggs New York, World Book Company. 1927.

The authors of this book have put before the adventure-loving, adventure-reading boys and girls of America the historical background of a neglected factor in our progress. This is one of a series of several books of this nature.

The Rangers were law-respecting, law-enforcing aids to the promotion of order in Texas. Their activities are part of our nation's background, but it is to be questioned whether our children should get all of this in such detail. Some of the undesirable characters in the story are pictured as rather too heroic and appealing. Incidents are detailed that are quite capable of giving some boys the wrong notion of fun and of fairness.

In general the volume is well constructed. The illustrations, however, are disappointing artistically and not wisely chosen. They continually depict scenes of violence.

J. W. Tomlinson.

INEMAK, THE LITTLE GREENLANDER—By Alice Alison Lide. N. Y. Rand McNally and Company. Illustrated. 1927.

This book tells, in an interesting and diverting manner, the adventures of a little Eskimo boy.

The adventures are many and exciting. The small reader is absorbed in glimpses of igloos, harpoons and caribou. He reads eagerly of the so-natural boy of the North. Like the little

reader's own, Inemak's father is strong and brave, his mother, kind. He finds some dogs and a baby seal. He loves them as little reader loves his pets. He is a familiar hero, after all—accepted in brotherhood, though he differs in tastes. Little reader recalls Inemak feasting on walrus meat, seal meat, and strips of caribou marrow.

He is glad to own such a book. Is it not easy, in size and weight, to carry? Will it not arouse the curiosity and envy of his friends? Inemak and his dog look very handsome on the cover of blue and white and black.

As for little reader's mother, she has been repaid the book's slight cost—her boy is pleased with it, and with her for giving it.

As for his teacher—well, geography for one small boy, begins to live.

—Etoile E. Anderson.

SCHOOL LIBRARY YEARBOOK, No. 2. Chicago, The American Library Association. 1928.

The second Yearbook of the American Library Association gives the names and addresses of more than sixteen hundred school librarians. Part I reports school library progress throughout the country. Part II emphasizes elementary school library work, and the state and city supervision of school libraries, together with minimum essentials in school library organization. A geographic directory of school librarians forms Part III of the Yearbook.

D. B.

CHILDREN'S MAGAZINE INTERESTS

(Continued from page 245)

he will have a natural background of interests at his command on which to superimpose his adult interests; there will be a substantial foundation to build upon.

It is true that only a beginning has been made in this field. Those who are interested have a hopeful outlook and believe this phase

of child training will do much to enrich experiences and be a constructive means of solving some of the difficulties and preventing the misfits of adult life. Workers in the educational field are ever in search of the newest and best to meet the situations that arise in current living.



SHOP TALK

BOOK WEEK IN PROSE, POETRY AND PLAY

MARTHA A. PERRY

*Librarian, North Scranton Junior High School
Scranton, Pennsylvania.*

Book Week makes a demand each year upon school libraries for material to use in assembly programs. Public libraries, also, are called upon for similar material. During the past year or two, I have collected some such material, which may prove useful to others.

Prose and Poetry About Books.

1. For younger boys and girls:

FAIRY BOOK by Abbie F. Brown in Gaige; RECITATIONS FOR YOUNGER CHILDREN, Appleton; Stevenson HOME BOOK OF VERSE, Holt; Stevenson, HOME BOOK OF VERSE FOR YOUNG PEOPLE, Holt.

NICEST STORY by Abbie F. Brown in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

BOOKS by Hilda Conkling in Adams and McCarrick HIGHWAYS AND HOLIDAYS Dutton.

FAIRY BOOK by Norman Gale in Gaige RECITATIONS FOR YOUNGER CHILDREN, Appleton; Stevenson HOME BOOK OF VERSE, Holt; Stevenson HOME BOOK OF VERSE FOR YOUNG PEOPLE, Holt.

WITH A FIRST READER by Rupert Hughes in Stevenson HOME BOOK OF MODERN VERSE, Holt.

BOOK HOUSES by Annie F. Johnston in Lyman & Hill LITERATURE AND LIVING, Book 1, Scribners.

A RIDDLE or A BOOK by Hannah Moore in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

LAND OF STORY BOOKS by R. L. Stevenson in Stevenson HOME BOOK OF VERSE FOR YOUNG PEOPLE, Holt; Ingpen 1000 POEMS FOR CHILDREN, Jacobs; McFee YEAR'S ENTERTAINMENTS, Owen Pub. Co.; Stevenson CHILD'S GARDEN OF VERSE.

FOR A CHILD'S BOOK, WHO WOULD TEAR A PAGE, THE LIBRARY, MY BOOK, GEOGRAPHY JOURNEYS by Annette Wynne in FOR DAYS AND DAYS, Stokes.

MY BOOK HOLDS MANY STORIES, BOOK BOOK, BOOKS ARE GOOD SOLDIERS, by Annette Wynne in FOR DAYS AND DAYS, Stokes, and Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

WHEN MOTHER READS ALOUD, Author unknown, in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

OUR BOOKS; AN ACROSTIC in McFee YEAR'S ENTERTAINMENT, Owen Pub. Co.

2. For older boys and girls:

THE LIVING BOOK by Charlotte F. Bates in Stedman AMERICAN ANTHOLOGY, Houghton.

A BOOK IS AN ENCHANTED GATE by Morris A. Beer in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

MY BOOKS by Bennoch in McFee YEAR'S ENTERTAINMENTS, Owen Pub. Co.

READING from AURORA LEIGH by Elizabeth B. Browning in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

BLESSEDNESS OF BOOKS by E. W. Cole in McFee YEAR'S ENTERTAINMENTS, Owen Pub. Co.

WHAT BOOKS GIVE by George Crabbe in McFee YEAR'S ENTERTAINMENTS, Owen Pub. Co.

PRINTING PRESS by Robert H. Davis in Boilenius LITERATURE IN THE JUNIOR HIGH SCHOOL, Book 2, Houghton.

A BOOK by Emily Dickinson in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton; Lieberman POETRY FOR JUNIOR HIGH SCHOOLS, Scribners; Stedman AMERICAN ANTHOLOGY, Houghton.

ON FIRST LOOKING INTO CHAPMAN'S HOMER by John Keats in Stevenson HOME BOOK OF VERSE FOR YOUNG PEOPLE, Holt; Ingpen 1000 POEMS FOR CHILDREN, Jacobs.

MY BOOKS by Henry W. Longfellow in Stedman AMERICAN ANTHOLOGY, Houghton.

WHO HATH A BOOK by Wilbur Nesbit in Lyman and Hill LITERATURE AND LIVING, Book 1, Scribners; Lieberman POETRY FOR JUNIOR HIGH SCHOOLS, Scribners.

BOOK STALL by Clinton Scollard in McFee YEAR'S ENTERTAINMENTS, Owen Pub. Co.

THE LIBRARY by Frank D. Sherman in Stedman AMERICAN ANTHOLOGY, Houghton.

BOOKS by Florence Van Cleve in Adams and McCarrick HIGHWAYS AND HOLIDAYS, Dutton.

WHAT WE KNOW ABOUT BOOKS by William Wordsworth in McFee YEAR'S ENTERTAINMENTS, Owen Pub. Co.

WONDERFUL COUNTRY OF BOOKS, Author unknown in Lyman and Hill LITERATURE AND LIVING, Book 1, Scribners.

Plays About Books and Reading

1. For younger boys and girls:

MOTHER GOOSE AND HER FRIENDS, PETER PAN, HANSEL AND GRETEL, PRIMARY BOOK PAGEANT in Whiting PLAYS AND PAGEANTS FOR CHILDREN, Educational Pub. Co.

STORY TERRACE by Frances E. Atchinson, published by H. W. Wilson Co.

CHILDREN'S BOOKSHELF in Child Life Magazine, vol. 1, Page 701, November, 1922.

FAIRY DUST in Child Life Magazine, vol. 2, page 574, September, 1923.

FEAST OF ADVENTURE in Child Life Magazine, vol. 2, page 704, November, 1923.

KING OF BOOKLAND in Child Life Magazine vol. 4, page 662, November, 1925.

GOLDEN KEY in Child Life Magazine, vol. 6, page 672, November, 1927.

2. For older boys and girls:

FRIENDS IN BOOKLAND by Winifred A. Hope, published by Macmillan.

The following collections contain plays based on books:

Butler—LITERATURE DRAMATIZED, Harcourt.
Lutkenhaus—PLAYS FOR SCHOOL CHILDREN, Century.

Moses—TREASURY OF PLAYS FOR CHILDREN, Little.

Moses—ANOTHER TREASURY OF PLAYS FOR CHILDREN, Little.

Smith—FORM ROOM PLAYS, Junior, Intermediate, Senior, Dutton.

SELECTED ACTIVITIES FOR BOOK WEEK.

MILDRED KRISE.

Whitney School, Hamtramck, Michigan.

OUR observance of Book Week resulted in a great variety of activities. Those that proved most interesting and successful are given here.

A Calendar for Book Week.

One lower platoon home room made the following outline of activities for Book Week:

Monday. We had a ten-minute talk on books and what they do for us. We get nearly all of our knowledge from books. The teacher told how books are made.

Tuesday. Today we heard about the beginnings of books. The books were written by monks, and children owned very few of them. Board sketches showed us how beautiful these books were.

Wednesday. We were told about the first printed books. We also learned something about the care that should be taken of books.

Thursday. The care of books was explained. We were given book-marks.

Friday. We asked to be taken to the library, but since a class was there, we visited from the hall and the door. We noticed that the library was very quiet, and that the children read without moving their lips.

Evaluation of Literature.

To help children appreciate the use and beauty of books, the lower platoon literature teacher showed new books, and read folk-lore, fairy tales, and poems. She encouraged children to bring their own books from home. These were looked at and evaluated.

Book reports were made a part of the work in several classes. One section of 3 B's had a small library in their home room. They wrote reports on these books, giving the name of the story, the author's name, the important characters, and telling the part they liked best. A 6 A section had a collection of about sixty library books. Children were encouraged to do free reading, and were asked to write reviews

of the books read. The following points were to be covered in the reviews: (1) Name of book; (2) Author's name; (3) Chief characters; (4) Most interesting incident; (5) Facts I have learned from the book. In some classes, books were reviewed orally.

Campaign for the Ownership of Books.

The children in a second grade home room decided to try to save money to buy books. They decided to keep their purpose before them by means of slogans. "Buy Good Books," "Read Books at Home," "Buy a Book Instead of Candy," and "Keep Books Clean," were some of the mottoes they formulated.

Other slogans were composed by the 4 A's and the 5 B's who sent the best of their efforts to the art room for use on posters. They admonished all pupils to "Earn a Book Before Christmas," "Build a Home Library," and pointed out that "Good Books Open All Doors," and that "Good Books Are Good Friends."

One auditorium teacher started an earn-a-book campaign. She stimulated interest by discussing with the pupils their favorite books, and the books they would most like to own.

Plays and Auditorium Activities.

Another auditorium teacher developed the following program:

1. Motion picture entitled "Your Book," illustrating book-making and the care of books.
2. Slides: "Evolution of Books," "Making of Paper," "Printing of Books."
3. Play: "The King of Bookland."
4. Dramatizations of scenes from favorite books.
5. Impersonation of favorite book characters, which the children tried to identify.
6. Discussion of the origin and purpose of Book Week.

Original plays were written and presented by two sections of fourth-graders. "The Boy Who Hated Books" and "A Trip to Bookland" were the titles of these compositions.

Attempt to Arouse Interest in Library Books.

The library advertised new books on bulletin boards, and in pamphlets. It also strove to arouse interest in some old books by means of a questionnaire. The following questions will serve as an illustration of this effort to stimulate reading:

GRADES TWO AND THREE.

1. In what story does the tiger become melted butter? (LITTLE BLACK SAMBO).
2. Who was in Mr. McGreggor's Garden? (PETER RABBIT).
3. In what story do the pig, the turtle and the goat go to see King Leo about a fruit? (THE BOJABA TREE).
4. Who couldn't find anything to eat in the cupboard? (MOTHER HUBBARD).

(Continued on page 252)

AMONG THE PUBLISHERS

The titles starred have been examined, and found especially commendable. Listing of unstarred books does not preclude later favorable review.

- Adams, Julius Davis. *THE SWORDS OF THE VIKINGS*. Stories from the works of Saxo Grammaticus. Illustrated by Suzanne Lassen. Dutton, 1928.*
- Aspinwall, Marguerite. *THE CARAVAN GIRLS*. Illustrated by Marguerite Cussacks. Century, 1928.
- Barker, Eugene, C., Webb, Walter P. and Dodd, William E. *THE GROWTH OF A NATION*. The United States of America. Illustrated by Dorothy Handsaker. Row, Peterson, 1928.*
- Bennett, C. M. *MUTINY ISLAND* Dutton, 1928.
- Brown, Sharon, Editor. *ESSAYS OF OUR TIMES*. Scott, Foresman, 1928.
- Choate, Florence, and Curtis, Elizabeth. *THE LITTLE PEOPLE OF THE HILLS*. Illustrated by the authors. Harcourt, 1928.
- Crake, A. D. *EDWY THE FAIR*. New edition, edited by Bertha L. Gunterman. Illustrated by Richard A. Halberg. Longmans, 1928.
- Crawford, Jack R. *WHAT TO READ IN ENGLISH LITERATURE*. Putnams, 1928.
- Crew, Helen Coale. *THE TROJAN BOY*. Illustrated by Richard H. Rodgers. Century, 1928.
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NEW FALL BOOKS

(Continued from page 228)

Against a well-constructed background of England in the days of Prince Hal, Elinor Whitney has written a story entitled *TOP OF THE FENS*, whose many characters are involved in episodes that are humorous as well as adventurous. It is a story that could well be given to a child who had enjoyed Pyle's *ROBIN HOOD*.

MAGIC GOLD by Marion Lansing is also a story of early England. Its scene is laid in the thirteenth century, in a nobleman's castle with its attendant knights, pages and esquires. A new note is introduced, however, for the interest centers in the people engaged in the scientific activities of those days. As apprentice to a celebrated alchemist and close friend of Roger Bacon, the young hero shares in the experiments which are carried on in great secrecy, frequently in the endeavor to convert baser metals into gold. It presents a fresh plot and approach to the middle ages and should prove interesting to many.

In Charles Nordoff's *THE DERELICT*, young Selden goes again to the South Seas, the scene of his adventures in *THE PEARL LAGOON*. This story, however, does not necessitate a knowledge of the first book but will stand on its own merits as a good tale of adventure in which much information is conveyed without interfering with the action of the story.

The Medici Society has given a beautiful format to Blake's *SONGS OF INNOCENCE* which will delight old lovers of the poems as well as win for them a new audience. The illustrations are the work of Jacynth Parsons, a young English girl of sixteen. When looking at them, amazement in the youth of the artist gives place to sheer enjoyment of their beauty. They interpret the natural as well as the spiritual qualities of the poems and will appeal to children and to their elders. In fact, this is a book which, loved in childhood, would be treasured throughout succeeding years.

BOOKS REFERRED TO IN THIS ARTICLE

Berry.....	GIRLS IN AFRICA.....	Macmillan	\$2.00
Blake.....	SONGS OF INNOCENCE.....	Medici	3.50
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Ga'g.....	MILLIONS OF CATS.....	Coward-McCann	1.25
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Nordhoff.....	THE DERELICT.....	Little	2.00
Read and Lee.....	SOCIAL SCIENCE READERS.....	Scribners60
Rickert.....	THE BLACKSMITH AND THE BLACKBIRDS....	Doubleday, Doran.....	.75
Rowe.....	THE BEGGING DEER.....	Macmillan	2.00
Wells.....	THE AMERICAN FARM.....	Doubleday, Doran.....	2.00
Whitney.....	TOD OF THE FENS.....	Macmillan	2.25

SHOP TALK

(Continued from page 250)

GRADES FOUR TO SIX.

1. In what book do we find the story of Ala Baba and the Forty Thieves? (*ARABIAN NIGHTS*).

2. In what book is the story of the Quest of the Holy Grail? (*KING ARTHUR*).

3. In what story is a little Indian baby adopted by a mother wolf? (*SHASTA OF THE*

WOLVES).

4. What boy escapes from cruel masters, lives in a forest with a hermit and makes friends with wild beasts? (*JOHN OF THE WOODS*).

5. In what book do we find a story about a giant's house with a roof of sausage? (*GOLDEN GOOSE*).

INFORMATION ABOUT—

The Magazine, "EDUCATION"

1. Established in 1880 by the late Hon. Thomas W. Bicknell.
2. Its first article (on Text-Books and Their Uses) was by Hon. William T. Harris, later United States Commissioner of Education.
3. The present Editor joined the Editorial Staff in May, 1892.
4. All articles in EDUCATION are original contributions, not to be had elsewhere.
5. Its Contributors are, practically all, able and active Educators.
6. Aims to aid all School and College Officials and Teachers in solving their daily problems.
7. Its issues are monthly from September to June inclusive.
8. Most Librarians bind the numbers annually, in July or August.
9. A Title Page and Table of Contents for a given Volume appears in the June issue.
10. We can usually supply missing back numbers when you bind EDUCATION.
11. Do not throw away your back numbers; they have a cash value.
12. Librarians may safely suggest EDUCATION as a source-book of information on teaching and administration.

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County of Wayne } ss.

Before me, a *Notary Public* in and for the State and county aforesaid, personally appeared *Anna C. Fowler*, who, having been duly sworn according to law, deposes and says that she is the *Business Manager* of *The Elementary English Review* and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

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